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Introduction

If I could define the main connotation of education, I could say that it is an adventure. Consequently, education and training of the civil servants, in my opinion, is an adventure but with a clear objective: to serve the citizens, to serve the public interest in fairness and to manage public resources properly on a daily basis. None among us will disagree with this objective, but everyone has different methods to propose in order to achieve this objective. As Mr. Alex Matheson says: “The fundamental purpose of the public service is government, not management which means that we must pay attention to values such as fairness, equity, justice and social cohesion, while the managerial aspects, though important, must be considered as secondary ones.”¹ So, while the main purpose of all public services in the world is obviously the same, the managerial methods depend on factors related to each country’s characteristics.

In this paper, I will try to present my country’s efforts and methods to modernise public services and specifically the educational and training system of civil servants. An effort which, as an adventure, must never end but has to be considered and reconsidered continuously, without, though, missing the main objective, which allow me to repeat is to serve the citizens on the aforementioned basis.

First of all, the European basis of the policy concerning Public administration will be presented as well as Hellenic policy aiming at the administrative reform. Then the main institutions of education and training of Greece will be presented briefly as well as their objectives and study programs. The third paragraph concerns NSPA and contains some remarks concerning the status of its students as well as their integration in Public Administration. Finally, the perspectives of NCPALG will be indicated related to some measures taken last year.

1. The Lisbon and Feira Summit resolution and their implementation in the Hellenic Public Administration

1.1 Policies in the E.U. countries and European Policy for the P.A.

We can mention several projects for the Public Sector modernisation, such as the English “Modernizing Government, the German “Moderner Staat”, the Dutch “Counter: A new outlook on Public Service”, the Irish “Quality Customer Service Initiative”.

All these projects have been influenced, to a great extent, by the private sector achievements. The development of information technology has contributed to the implementation of the reform and the enforcement of the society of citizens ensures the public character of P.A. protecting the principles of democracy as well as equity while this reform is taking place.

Five fields in which administrative reform has been introduced to all European Countries will be mentioned.

- Upgrading the quality of services offered to the citizens
- Improving effectiveness and efficiency of public services
- Unification and Simplification of legal framework concerning Public services operation
- Ensuring employees’ rights
- “e-Government”

The Lisbon Summit Conference (on 23rd – 24th March 2000) marked the resolution of a long negotiations process and experimentations in a lot of European countries during the ’90s.

E.U. acknowledged that the economic and social development is closely connected to the modernisation of the Public Administration. Therefore, the European Council called the Member-States to proceed to a number of regulations for the implementation of the Lisbon resolution. The Feira Summit confirmed Lisbon resolution adding an analytical plan for the Development of Information called “e-Europe”.

1.2 Greece’s policy for the administrative reform

There have been a lot of efforts in Greece aiming at the development of human resources in the Public Sector. During the last decades these efforts were related to the implementation of operational plans within the framework of the 1st and 2nd Community Support Framework. Some actions concerning the P.A. were implemented in the framework of the operational plan “KLEISTHENIS” aiming at:

- The continuous training of civil servants and the new appointed civil servants
- The creation of high flyer executives for the P.A.

The main factor of planning, implementing and managing of these aims is the National Center of Public Administration. The experience of KLEISTHENIS’s implementation was evaluated and used as the basis for the planning of another operational plan called “POLITEIA”. In particular, this plan is based on:

- The policy for the administrative reform traced on the plan POLITEIA (law 2880/2001)
- The utilisation of the experience and the best practices of the efforts of other member-states of the E.U. specifically of Informatics and Communication Technology
- The guidelines of the European Policy for the P.A. traced on Lisbon and Feira resolutions
- The utilisation of the experience of the actions of the 2nd Community Support Framework

More precisely, some of the objectives of Greek policy for the P.A. are the following:

1. The improvement of the quality of services offered to citizens

Today the National Center of Public Administration is called National Center of Public administration and Local Government (N.C.P.A.L.G.).
2. The improvement of effectiveness of Public Services
3. The unification and simplification of the legal framework concerning P.A.
4. The systematic and persistent dialogue based on views and proposals by all the parties involved
5. “e-Government”
6. The introduction of new management methods in P.A. to reform and reorganise the Public Sector
7. The decentralisation

The seven axes of action-reform of P.A. are:
1. Institutional reform of Public Administration and Local Administration
2. Decentralisation and Local Administration
3. Functional modernisation and quality for the citizen
4. A Business Program for the Information Society
5. Policies for the human resources
6. Control and transparency institutions
7. Special Policies

According to the above mentioned the development of human resources is a strategic goal for the Hellenic P.A., the Ministry of Interior, Public Administration and Decentralisation being the main factor for the implementation of the administrative reform policy. The National Center for Public Administration and Local Government is, nevertheless, the main factor for the implementation of the education and training of civil servants as we will see below.

2. Presentation of the Institutions for Education and Training in Public Administration of Greece

2.1 Main Institutions for Education and Training in Hellenic Public Administration

The main institutions which are responsible for the education and training of civil servants are the following:

- **First, the General Direction of Human Resources of the** Ministry of Interior, Public Administration and Decentralisation. According to the law, its responsibility is to define the policy concerning the sector of education and training of the Public Administration.
- **Second, the Directions of the Education and the Directions of Human Resources** of all Ministries, which co-operate directly with the above mentioned General Direction of the Ministry of Interior.
- **Third, the National Centre of Public Administration and Local Government (N.C.P.A.L.G.),** with three educational Units,
  - The **National School of Public Administration (N.S.P.A.)**, which aims at creating specialised executives, capable of responding to the demands for exerting specific public policies. NSPA’s students during their studies have to acquire competences or skills for responding to the needs of their future posts.
  - The **National School of Local Government (N.S.L.G.)**. Its aim is to provide Local Authorities with well-trained and specialised executives and
The Institute of Training (I.T.). It plans, organises and implements courses concerning the Introductory Training of the newly appointed civil servants, as well as courses concerning the Continuous Vocational Training of civil servants in the Public Administration and the Local Government.

- **Fourth, the Training Centres of several Ministries**, responsible for training their own civil servants. It is the case of the Ministries of Economy and Finances, of Foreign Affairs, of Health and Social Solidarity and of Defence.

The N.C.P.A.L.G. is a legal entity of Public Law under the supervision of the Ministry of the Interior, Public Administration and Decentralisation, established in 1986 and has since then acted as an institution for the modernisation of Hellenic Public Administration. Only recently, with the presidential decree No 193 of 13th September 2004, N.C.P.A.L.G. has been established as an organisation of Public Law. The implementation of the activities of N.C.P.A.L.G. is based on the Operational Plan for the development of Human Resources in the Public Administration, called “POLITEIA”, conceived to facilitate the objectives of Administrative Reform Plan for the Greek State.

**The mission** of N.C.P.A.L.G. is the continuous modernisation of:

- Public Administration’s organisation and function
- Local Government’s institutions

More specifically the N.C.P.A.L.G. focuses on:

- The **vocational training and education** of Hellenic Public Administration as a whole
- The **training of the elected members** of Local Government
- The **formation of Public Administration and Local Government’s executives**
- **Research and study** concerning the strategy and the development of P.A.’s human resources and the proposals for organisational changes towards this direction introduced to the Minister of Interior, Public Administration and Decentralisation
- **Research** concerning procedures and structures of P.A.’s institutions, study and consulting for their implementation focusing on the continuous modernisation of P.A.
- **The support of the procedures focusing on the implementation of reform actions** of the Minister of Interior
- **The institution of professional identity of civil servants** for following up their training process, which will be taken into account for their promotion during their career.

For the accomplishment of the aforementioned objectives the N.C.P.A.L.G. has the authority:

- To elaborate studies and researches
- To consult
- To certify the level of knowledge and expertise of civil servants
- To certify the structures within which training takes place as well as the organisational and scientific support for the implementation of training programs
- To assign the planning and the implementation of training programs of civil servants to other institutions certified for their educational structures.

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F.K. 17/06/2006
It has to be mentioned at this point that N.C.P.A.L.G. is certified according to ISO 9001. The N.C.P.A.L.G., according to the presidential decree 193, consists of educational-scientific and administrative units. Its educational units are the following:

- The National School of Public Administration (N.S.P.A.), which I have the honour to represent in your congress
- The National School of Local Government (N.S.L.G.)
- The Institute of Training (I.T.). There is also a regional Institute in Thessalonica and 11 branches –each for every administrative region of the country- will begin to operate this year for the decentralisation of I.T.’s actions.

2.2 Main objectives of N.S.P.A, N.S.L.G., I.T. Study programs and Training Activities

The main educational actions of all the above three units are:

- The education of high-flyer executives for the Public Administration and Local Government
- Introductory Training for newly appointed civil servants in P.A. and L.G.
- Continuous Training for civil servants of P.A. -central and regional-, for L.G. and for Legal Entities of the Public Sector.

The NSPA aims at creating high flyer executives for the Public Administration, capable of responding to the demands for specific public policies. The School educates about 150 students, almost every year, after having passed a very demanding entry examination.

There are seven Sections of specialisation, whose programs are drafted by the NCPALG Research and Studies Officers:

1. The General Administration Section, which educates executives capable of exercising and implementing public policies as well as of managing human resources and funds effectively.
2. The Regional Administration Section, which educates executives capable of supporting the decentralisation process by promoting the regional economic and urban development.
3. The Social Administration Section, which educates executives specialised in exercising policies and implementing activities in the sectors of health, welfare, employment and social protection.
4. The Commercial Attaches Section, which educates executives capable of exercising economic diplomacy corresponding to an essential representation and promotion of the country’s economic interests at an international level.
5. The Press Attaches Section, which educates executives capable of promoting the interests of Hellenic foreign policy, inter-cultural cooperation and diplomacy in general.
6. The Management of Informative Systems Section, which educates executives capable of managing informative systems
7. The Tourist Economy and Development Section, which educates executives capable of exercising and implementing public policies focusing on tourist policy.

The students attend a 21-month course in two phases:

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4 The NSLG is going to operate in 2005, with the first 80 students.
5 This Section is going to educate the first 15 students this year.
6 This Section is also going to start this year, after the entry examination for the NSPA
a. The Common phase of studies, a 4-month program attended by all students
b. The Specialised phase of studies, a 12-month program attended by the students of every department

During their studies in the specialised phase, the students attend a four-month practice education at the Ministries of their specialisation.

The candidates for the NSPA entry examination may be individuals with a University or a Polytechnic School Degree, and civil servants with a University or a Polytechnic School Degree.

The NSLG, the second educational/scientific unit of N.C.P.A.L.G., aims at providing Local Authorities with well-trained and specialised executives.

There are four Sections of specialisation:

1. **The Organisation and Management Section**, which educates executives capable of managing local affairs
2. **The Financial Management Section**, which educates executives capable of managing the financial resources of Local Authorities
3. **The Immigration Policy Section**, which educates executives specialised in handling the immigration flow in Greece and dealing with immigration issues
4. **The Civil Protection Section**, which educates executives capable of designing and managing civil protection and the confrontation of natural disasters policies.

The National School of Local Government is about to start this year with the first 80 students, who will pass an entry examination similar to the examination for the NSPA.

The Institute of Training, the third educational-scientific unit of N.C.P.A.L.G, plans, organises and implements programs concerning the Introductory Vocational Training of the newly appointed personnel as well as programs concerning the Continuous Vocational Training of the personnel in the Public Administration and the Local Government by designing short-term programs.

The I.T., aiming at the amelioration and the effectiveness of its programs, tries to establish them by concentrating on regularly detecting and defining the real needs of P.A. and L.G. personnel. For this reason, a new framework of operation has started with the training of the personnel of the Directions and Units of Education of all public services.

The training programs of I.T. are drafted by N.C.P.A.L.G. Research and Studies Officers and aim at:

- Training the newly appointed personnel
- Efficient management of human resources in P.A.
- Development of new technology and communication systems in P.A.
- Development of skills concerning specific fields of P.A. such as: Public Health, Public Security, Social Policy, Civilisation, Environment, European Policies in different fields, Finances.
- Advancing and Learning foreign languages.

### 2.3 Remarks concerning NSPA’s Graduates and their assignment in Public Administration

Allow me to focus on the status of NSPA’s graduates, before presenting a few interesting data concerning them,
• **First of all,** it is very important to notice that the NSPA’s particularity is that, despite the fact that it is a Post-graduate School, having to deliver to the State professional executives, it has not the status of a university. Concerning the entry of students to NSPA, a very demanding examination is held in which individuals and civil servants graduates of a University or a Polytechnic School can participate. Consequently, NSPA’s study program has to be formed taking this diversification of titles into account in connection with the intended above mentioned objectives.

• **Secondly,** it has also to be indicated that NSPA’s students have the status of a civil servant on probation. This factor accounts for the fact that almost all students finish their studies. **This double dimensional status** – student and civil servant - has a lot of consequences, which can be an issue of another discussion.

• **Thirdly,** it has to be mentioned that, according to the institutional framework, the School cannot influence graduates’ assignment in Public Administration. The graduates’ assignment in Public Administration’s services rests on the decision of the Ministry of Interior.

As it can be seen in the following table, NSPA has totally educated 1,108 students since its establishment till 2004.

<table>
<thead>
<tr>
<th>Educational Courses</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>27</td>
</tr>
<tr>
<td>2nd</td>
<td>58</td>
</tr>
<tr>
<td>3rd</td>
<td>57</td>
</tr>
<tr>
<td>4th</td>
<td>59</td>
</tr>
<tr>
<td>5th</td>
<td>28</td>
</tr>
<tr>
<td>6th</td>
<td>47</td>
</tr>
<tr>
<td>7th</td>
<td>82</td>
</tr>
<tr>
<td>8th</td>
<td>39</td>
</tr>
<tr>
<td>9th</td>
<td>95</td>
</tr>
<tr>
<td>10th</td>
<td>60</td>
</tr>
</tbody>
</table>

7 Students receive a salary by their entrance in NSPA and have to follow the Civil Servants Code.
9 It has to be mentioned that, the proclamation of the last entry examination, numbered the 17th, included, alter alia, the available posts in Public Administration.
10 All this information is in the Department of Administrative Support of the NSPA, department in charge for the entry examination of the School and also for the administrative issues of the students.
<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th</td>
<td>89</td>
</tr>
<tr>
<td>12th</td>
<td>87</td>
</tr>
<tr>
<td>13th</td>
<td>97</td>
</tr>
<tr>
<td>14th</td>
<td>143</td>
</tr>
<tr>
<td>15th</td>
<td>140</td>
</tr>
<tr>
<td><strong>TOTAL of NSPA’s Graduates</strong></td>
<td><strong>1.10811</strong></td>
</tr>
</tbody>
</table>

The variation of the number of NSPA’s students depends on several factors such as the percentage of the candidate’s success in the entry examination, the number of students defined by the Ministry of Interior, the difficulty of the entry examination etc.\(^{12}\) As it is shown NSPA started by educating a small number of students, which has been increased especially after the 14\(^{th}\) entry examination. Among other factors which may intervene, it has to be mentioned that this increase was clearly defined as an objective in the aforementioned operational plan for the administrative reform POLITEIA.\(^{13}\)

There are also interesting data concerning students’ Degree, as the majority of students generally are graduates of the Literature, Law or Social Sciences faculties. I would like to emphasise here that after changes introduced in 2003,\(^{14}\) the percentage of students graduated of the Economic and Polytechnic faculties has been increased.

Concerning the sex of NSPA’s students, it is stated that 55.6% are female and 46.4% male. Till the 13\(^{th}\) course this percentage was 50.4% and 49.6% respectively. It is indicated that the difference in favour of female has increased. The explanation of this fact can be explained but it is beyond the scope of this paper.

Having mentioned several data concerning the students, an effort will be made to indicate how these graduates have been integrated in the Public Administration.

\(^{11}\) The graduates, who are civil servants at this moment, according to data from the Association of NSPA’s graduates are 991 graduates.

\(^{12}\) For this issue see “The pendulum of Administrative Reformation. The example of NSPA.” op.cit. Papoulias, Sotiropoulos, Economou, chapter 2, pages 34-69.

\(^{13}\) One of the axes of action reform of POLITEIA concerned the “Policies for the Human Resources”, aiming mainly at the upgrading of human resources. Among other measures towards this direction is the upgrade of NSPA through the gradual increase of the number of the students per year. It has also to be mentioned at this point that another measure was the upgrade of the NCPA and the establishment of a School for executives of Local Administration.

\(^{14}\) Ministerial decision No 2627/13-2-2003.
### Table 2.

<table>
<thead>
<tr>
<th>Ministry</th>
<th>Head of Departments (Directors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Interior, Public Administration and Decentralisation</td>
<td>6</td>
</tr>
<tr>
<td>Ministry of Health and Social solidarity</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Tourism</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Finance</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Transport and Communications</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Development</td>
<td>1</td>
</tr>
<tr>
<td><strong>Head of Sections</strong></td>
<td></td>
</tr>
<tr>
<td>Ministry of Interior, Public Administration and Decentralisation</td>
<td>30</td>
</tr>
<tr>
<td>Ministry of Finance</td>
<td>6</td>
</tr>
<tr>
<td>Ministry of Health and Social solidarity</td>
<td>9</td>
</tr>
<tr>
<td>Ministry of Transport and Communications</td>
<td>3</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>4</td>
</tr>
<tr>
<td>Ministry of Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Employment</td>
<td>1</td>
</tr>
<tr>
<td>Minister of Civilisation</td>
<td>1</td>
</tr>
<tr>
<td>Region of Attica</td>
<td>5</td>
</tr>
<tr>
<td>Region of West Greece</td>
<td>3</td>
</tr>
<tr>
<td>Region of central Macedonia</td>
<td>1</td>
</tr>
<tr>
<td>Other Public Services</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

In the above mentioned numbers the graduates of the two “diplomatic” Sections of NSPA, the Press Attaches and the Commercial Attaches are not included. In addition, there are 64 graduates of another Diplomatic Section, a Section established and then abolished with all its graduates having taken posts in the Diplomatic Sector. According to the data provided by their associations\(^\text{16}\), 63 graduates of the

\(^{15}\) These data, which are being changed at present, have been given by the President of the NSPA’s graduates Association, Mr. Papadimitriou.

\(^{16}\) The numbers mentioned here were given by the association of graduates of Commercial Attaches Section and the association of graduates of Press Attaches Section. The above graduates, though included in the total of NSPA’s graduates, are not included in Table 2 of this paper.
Commercial Attaches Section and 42 graduates of the Press Attaches Section occupy posts in Greek embassies all over the world.

Some data will now be given in order to see the percentage of graduates that have been integrated in high rank posts within the P.A. As it is indicated in Table 1 the NSPA’s graduates are 1.108. The number of graduates who are qualified for occupying high rank posts is 816 persons.\(^{17}\) The total of high rank posts in Hellenic Public Administration is 6.050 -150 of which are for General Directors, 1000 for Head of Departments and 4900 for Head of Sections. As it is shown in Table 2 the total number of graduates occupying a high rank post in P.A. is 89 persons. So, according to aforementioned data, 10.9\% of graduates occupy a high rank post in Hellenic Public Administration at present, after 20 years have lapsed since the establishment of NSPA.

Though important, NSPA’s graduates have not yet acquired the position they ought to in Public Administration. There are many reasons that can explain this fact, one of them is the reaction of the rest of civil servants who are not graduates of the NSPA and cannot accept easily the fact that someone younger occupies a superior post in public service which by no means implies that NSPA is ineffective. On the other hand, NSPA is not the only responsible for what occurs in Public Administration. There must be a constructive criticism with proposals for changes and reforms of NSPA and the time is due, as twenty years have passed since its establishment, for the whole effort to be evaluated in order to see firstly, if the education and training of civil servants have affected the Public Administration and secondly, if they have influenced positively the modernisation of Hellenic Public Sector. In my opinion, there are still a lot of measures to be taken towards this direction and in the following paragraph some of measures, taken recently, will be presented.

### 2.4 The perspectives of Education and Training of Civil Servants in Greece

The Public Administration reform is an ongoing process; consequently the systems of Education and Training of Civil Servants must also be an ongoing process. Particularly, if it is realised that the establishment of an institution has not achieved the intended results for the P.A., urgent changes become a necessity.

Concerning human resources in P.A. of Greece and particularly the N.C.P.A.L.G. there have been some efforts lately towards this direction. Allow me to indicate these efforts by referring to every educational unit.

**First, concerning NSPA,** it has been decided that NSPA had to be restructured and its Study Program reformed after 20 years having lapsed since its establishment. Some measures of this kind are the following:

- The Study Program of NSPA it has been decided to be reformed. A committee, consisted of professors, scientists, directors and the president of NSPA’s Graduates Association, was designated in order to reform the Study Program and its work will have been finished by June 2005.

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\(^{17}\) From the total of 1.108 graduates, 64 are graduates of an abolished Diplomatic Section, 212 are graduates of Press Attaches and Commercial Attaches Sections and 16 graduates have resigned from their posts.
• Two new Sections of specialisation will function this year, the Tourist Economy and Development Section and the Management of Informatics Systems. The establishment of these two Sections is the response to a great need for specialised executives in two sectors very important for our country. The Study Programs of these new Sections have been already prepared by special committees designated for this purpose.

• The Professors’ Registry of NSPA has also been decided to be reconstructed in order to find new professors and experts and renew the teaching personnel of N.C.P.A.L.G. The main purpose of this reconstruction is to upgrade the level and the quality of education and training offered to students and civil servants trained in N.C.P.A.L.G.

• According to the presidential decision 193, a new administrative section within the School has been established, NSPA’s Graduates Registry. This is a useful step for two reasons: to follow up our graduates during their career and to plan training programs for them if a need is expressed.

Second, concerning N.S.L.G., the new educational unit of N.C.P.A.L.G., its study program has already been prepared. The need for civil servants specialised in Local Administration has been indicated several times by all persons involved in L.A. This new School also gives a “regional dimension” to the education offered by N.C.P.A.L.G., which is in accordance with the activation of the Regional Institutes of Training and shows the importance given to all Regions of Greece as well as the need for their development.

Third, the I.T. as it was mentioned before, the new leadership of N.C.P.A.L.G. decided that quality in training programs is more important than quantity of training programs. For being successful this policy needs the close cooperation of public services –particularly the Sections in charge for the education and training of their personnel- and civil servants.

Therefore, on September 2004 NCPALG on the one hand and ADEDY –the supreme organisation of civil servants’ syndicates- on the other hand, concluded an agreement on inaugurating a new partnership concerning the training of civil servants. The first step towards this direction is the upgrade of all Sections in Public services involved in the training of their personnel; the second step is the sensitization of the directors of these public services to understand the need of training, the third step is the training of those civil servants who are going to find the needs for training of their colleagues.

3. Conclusion

No matter what civil servant system one country has, there are three main points that attention must be paid on:

• “The increasing knowledge and skill demands of modern government and the increasing difficulty of government in attracting and keeping high quality staff.

• The interconnectedness of key public problems, and the fragmentation of public action and the individualization of public service responsibilities and incentives.

• The need to attract and motivate senior executives who meet the high performance demands of a modern ministry, while keeping them in a wider cross-government culture bound by the public interest.”

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18 Alex Matheson, op.cit., page 7.
Consequently, the education and training of civil servants is vital for the public administration. Civil servants are among others who plan and implement every effort for modernization of the P.A. Therefore, these civil servants must be well educated and trained to exercise their duties. As it was indicated above, Greece has tried to modernize its Public Sector and education and training were some of its instruments. This effort does not end and must not end up because as it was mentioned before education and training is an ongoing process. Besides, as the needs of the citizens increase, their demands also increase and civil servants must be well equipped to face the continuous challenges having always in mind the main objective which is: to serve the citizens, to serve the public interest in fairness and to manage public resources properly on a daily basis. Concerning education and training of civil servants the ultimate target must be the building up of an administration culture enhancing values like: vocation, duty, impersonality and obedience to law, appointment-awareness, career-mindedness, neutrality.19

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9. Informatics System of NSPA
10. Resolutions of Lisbon and Feira Summit Conferences

19 Closing speech of Mr. Michael Duggett, General Director of International Institute of Administrative Sciences in Bruxelles, page 5, in the XVII International Congress on the Training of Senior Civil Servants held in Madrid 11th – 13th June 2003.